

## Cumwhinton School Curriculum - Geography Y3 AUT

Year 3	NC Content	<p>Use maps and atlases, including OS maps, to introduce four figure grid references.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Explain why people may choose to live in a particular place, referring to land uses and climate.</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p>
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### Geography

Geographical skills and fieldwork   Place Knowledge   Human and Physical Geography   Location Knowledge

#### Mapping across the Year

	AUTUMN	SPRING	SUMMMER
Geographical skills and fieldwork	<p>Use maps and atlases, including OS maps, to introduce four figure grid references.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		
Place Knowledge		<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p>	
Human and Physical Geography			<p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>Explain why people may choose to live in a particular place, referring to land uses and climate.</p>
Location knowledge		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	

#### CONCEPTUAL SCHOOL AMBITION DRIVERS

	EYFS & KS1	LKS2	UKS2
AUT	Diversity	Fairness	Individuality
SPR	Truth	Change	Resilience
SUM	Responsibility	Equality	Sustainability

## Geography - AUTUMN YEAR 3

### HUMANITY - Fairness

Geographical skills and fieldwork Place Knowledge Human and Physical Geography Location Knowledge

	NC	CUMWHINTON CURRICULUM
<b>Finding out</b> (Facts & knowledge)	Use maps and atlases, including OS maps, to introduce four figure grid references.	<p>Retrieval of Year 2 learning about maps. Refer back to local maps using basic keys and compass directions (main compass directions were taught in Y2 - north, south, east and west).</p> <p>Study OS maps - teach children the importance of a key and basic OS symbols. Look at basic OS symbols (car park, toilets, railway line, church, marsh, hospital etc). Why is it important for things to be clearly labelled on a map? Why should the symbols always be the same?</p> <p>What is the significance of the scale on the map? Compare a variety of maps with different scales. How does an OS map differ from a map you might see of a town or on google maps?</p>
<b>Using</b> (Applying & analysing)	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Design an OS style map of our school - What features are important for people to know? Entrance, playground, field, park, roads, houses - design a key and identify symbols for these. Children to work in groups to create pieces of a class map of the school, using approved symbols.
<b>Concluding</b> (Evaluating & summarising)	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Look at the class map. Which things on the map are made by humans? Which are natural? How would a map of Cumwhinton change in the next 50 years? What would be the same? What would be different? Discuss and explore human effects on areas (More houses being built, where do they fit? What does that mean for the school? Roads?)